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paragraphs concluding the discussion of this survey will indicate the phases of the general situation which the author interprets as calling for relief in the form of financial aid for those who are preparing to teach in the public schools.

A study of the members of the teaching service in typical states shows that a large percentage of teachers, especially in the rural districts, are inadequately prepared for the duties of the profession.

The statistics of the enrolment in high schools, colleges, and universities and normal schools, show that the profession of teaching is not attracting a sufficient number of recruits. It is significant that the numbers seeking higher education for other vocations are rapidly increasing.

Inadequate attendance in normal schools is also accompanied by the admission of students of somewhat inferior ability as compared with those entering universities and colleges.

The cost of normal school education is too great compared with the salaries of many rural teachers to justify the expense of adequate preparation [p. 5].

Further argument in support of subsidies for teachers in training is deduced from an account of the occasional practices reported for recruiting in industries and in other professions, and from observations concerning the experiences of certain foreign countries where such subsidies obtain. The criticism to be offered of this part of the discussion is that the author tends to make a relatively insufficient allowance for the influence of other factors which probably far outweigh any offer of a small, although an immediate, stipend in their appeal to the class of individuals who may be expected to render profitable service of any considerable duration in the profession of teaching. Again, it is assumed that the state is sufficiently protected against the designs of the fraudulent person by the pledge of service and the secured notes which are to be required of the individual receiving assistance. A casual reference to the experience of institutions which require such pledges, or a moment's reflection in the effort to formulate a plan of actually exacting such promises which would be effective in any American community, must reveal at once the absurdity of this contention.

A summary statement of the advantages and the disadvantages of any plan of subsidy for prospective teachers gives evidence of the author's willingness to have the proposal considered on its merits. Besides this, the book presents an example of the sort of analysis of the problem which alone can insure consideration of all the factors which must be taken into account in any lasting scheme for the effective recruiting of the teaching profession. Moreover, it is recognized that the plan urged does not in itself offer a full and satisfactory solution of the problems involved. The volume will therefore be appreciated by the school public for the spirit in which its proposal is made and will, it is believed, be found valuable both for the information it contains and for the discussion it provokes.

How children grow.—Recent years have witnessed a steady increase of public interest in the problems of children's growth and physical development.

This interest has manifested itself in such ways as the popularity of "better babies" campaigns and contests, the organization and expansion of federal, state, and local children's bureaus, and added attention to obtaining and preserving accurate physical records in public schools and colleges. This makes very timely Professor Baldwin's recent study¹ which is in part a report of the work of the Iowa Children's Welfare Research Station, of which he is director, and in part a review of the extensive literature on anthropometric measurements.

The volume will be of somewhat less interest to the casual reader than to the student and investigator; but for the latter it should serve as an indispensable guide, both to the practical work of measurement and to the literature of the field. A survey of the contents of the volume will suggest its purpose and utility.

1. A practical discussion of the technique of anthropometric measurement, with suggestions for standardized apparatus, and methods for making the twenty-three physical measurements and the six indices and computed measurements with which the study deals.

2. Studies of the rate of physical growth, based both on group averages and on continued studies of individual cases, and analysis of the relations between increases in various measurements. A considerable part of this presents the Iowa bureau's data. These studies and the comparative tables group the material into measurements of (a) infants, (b) pre-school children (ages one to six), school children (ages six to eighteen), and adults. The latter, however, are treated only incidentally.

3. Chapters on "Anatomical Age," based on Roentgenogram studies of ossification and growth of carpal bones, and on "Physiological Age" as indicated by the onset of pubescence.

4. A comprehensive, detailed, and well-organized "historic orientation" to the anthropometric literature.

5. Comparative tables, involving over five million cases, presenting in conveniently comparable form height and weight measurements taken from some hundreds of investigations.

6. A well-annotated bibliography of 911 titles, listing publications from every part of the world from 1528 to 1920. About one-third are from the past decade, and two-thirds from the past twenty-five years.

7. Tables for the conversion of metric units (which are used throughout) into English equivalents.

The material has been carefully organized and digested by the author, who presents his summaries and conclusions in sections conveniently interspersed throughout the text. Fifty-seven charts, twenty-four photographs, and forty-one tables (not including the elaborate comparative tables previously mentioned) aid in clarifying the presentation.

¹ BIRD T. BALDWIN, *The Physical Growth of Children from Birth to Maturity*. "University of Iowa Studies," Vol. I, No. 1. Iowa City: University of Iowa, 1921. Pp. 411.

While there is no formal index, the orderly arrangement of the material, the detailed table of contents, and the very thorough cross-indexing of tables and discussions make it easy for one acquainted with the general make-up of the volume to use it for a reference manual. The study will be welcomed by educators, physicians, anthropologists, hygienists, and social workers as a most comprehensive, convenient, and practically useful summary of, and addition to, the literature of child development.

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Experimental studies in efficiency.—Various studies of the achievement of individuals working under specified conditions have directly or indirectly contributed evidence to the effect that one's physical and mental abilities are inconstant in amount or degree, and are apparently not only sensitive to those external influences, such as temperature, light, and humidity, which may be felt as stimuli, but also affected by seasons and by the time of day. A brief summary of the important studies of this type is included in a recent volume¹ which presents similar data from the author's study of two groups of pupils in the Manual Training High School of Washington University during the school year 1910-11.

The discussion of variations in efficiency is organized under the four general headings of seasonal, diurnal, and other periodic variations, and weather influences. In each case there is presented a very brief summary and a critical evaluation of other studies relating to the topic, following which is the description of the tests and method employed in the author's own study.

While a large number of pupils took some of the tests, there were only ten who took the tests daily from October, 1910, to June, 1911. Another group of twenty-two pupils took the tests once each week during the same period. The physical test employed was one for strength of grip, the Smedley dynamometer being used. The mental test was for primary memory; a series of two-place numbers read by the instructor at the rate of one per second was to be reproduced by the student within fifteen seconds after the reading. At the time of each test, and as a part of the record for that test, the date, the time of day, and the character of the day were noted. Apparently, due care was exercised both in giving the tests and in recording the scores. In addition to the general tables of daily and weekly scores, the data are tabulated to show variations in the average achievements of each group by months and by weeks for the period of testing. Comparisons are also made between the variations in physical and in mental efficiency from month to month for the two groups. The text includes an analytical study of the tabular data, the inferences being, in the main, fairly drawn.

¹ ARCHIBALD G. PEAKS, *Periodic Variations in Efficiency*. Baltimore: Warwick & York, 1921. Pp. 95.